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ABSTRACT

The documents listed in this annotated bibliography on computer-aided and programmed instruction in foreign languages appeared in RIE during the period from April 1971 through February 1977. The selection comprises reports on conference and research projects, papers concerned with theory and application, and descriptions of teaching materials. The listing is selective rather than comprehensive, and each entry includes, when available, author's name, title of article, author's professional affiliation, date of completion or publication, number of pages, and ED number. (CLK)

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CAL·ERIC/CLL
Series On Languages & Linguistics

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Computer-Assisted and Programmed Instruction in Foreign Languages: A Selected, Annotated Bibliography

David Birdsong

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COMPUTER-ASSISTED AND PROGRAMMED INSTRUCTION IN FOREIGN LANGUAGES: A SELECTED, ANNOTATED BIBLIOGRAPHY

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CAL·ERIC/CLL Series on Languages and Linguistics

Number 50

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INTRODUCTION

The following documents on computer-aided and programmed instruction appeared in résumé form in the monthly ERIC (Educational Resources Information Center) publication Resources in Education (RIE) during the period from April 1971 through February 1977. (For a list of similar documents announced in RIE prior to April 1971, see "Programmed Instruction in Foreign Languages," compiled by Anna Maria Malkoc, FL 008 450.) The selection comprises reports on conference and research projects, papers concerned with theory and application, and descriptions of teaching materials. As indicated by the title, this listing is selective rather than comprehensive. Each entry includes--when available--author's name, title of article, author's professional affiliation, date of completion or publication, number of pages, and ED number.

These documents, unless otherwise specified, may be read in their entirety on microfiche at any ERIC library collection or ordered in microfiche or paper copy from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. An order form is appended. For lists of local ERIC collections, contact User Services, ERIC/CLL, Center for Applied Linguistics, 1611 North Kent Street, Arlington, VA 22209.

I. COMPUTER-ASSISTED INSTRUCTION:

GENERAL BACKGROUND AND THEORY

Atkinson, Richard C. Ingredients for a Theory of Instruction. Technical Report Number 187. Stanford University, Institute for Mathematical Studies in Social Science, 1972. 44 pp. ED 073 627.

Four criteria required for the development of a theory of instruction are presented: (1) a model of the learning process, (2) specification of admissible instructional actions, (3) specification of instructional objectives, and (4) a measurement scale that permits costs to be assigned to each of the instructional actions and payoffs to the achievement of instructional objectives. Two examples of how teaching strategies are derived from these criteria are considered: a computer-assisted instruction program for early reading, and an individualized program for learning a foreign language vocabulary.

Belmore, N. Fargo. Language Teaching Research and the Computer. Swedish Council for Social Science Research, Stockholm, 1975. 57 pp. ED 123 930.

This report reviews previous systems of quantitative, partially automated analysis of language teaching materials used for teaching English as a second language in Sweden. The first applications of quantitative textual analysis to a language teaching experiment are described, as well as programs used to edit, update, and analyze five sets of teaching materials, and to generate and analyze experimental tests.

Bhatia, Tej K. New Directions and Issues in Computer-Assisted Instruction. Paper presented at the International Conference on Computers and the Humanities, Los Angeles, 1975. 29 pp. ED 117 981.

Theoretical and empirical issues that have emerged in computer-assisted instruction as a result of research with the PLATO IV computer and of advancement in language teaching theory are examined. Problems such as the cost of hardware and the lack of adequate software have been overcome by PLATO IV. The current focus is on how to exploit the capabilities of the computer and how to establish meaningful interaction between man and the computer. Theoretical problems in this area are investigated along the lines of computer-based and non-computer-based pedagogy.

Bockman, John F. and Gougher, Ronald L., eds. Individualization of Foreign Language Learning in America. II. West Chester State College, 1971. 13 pp. ED 052 642.

The essence of individualized instruction lies in the implementation of a variety of alternative structures activated by shared teaching roles. The topics discussed include computer-assisted instruction in foreign languages, the nature of individualized instruction, textbook selection, a description of a self-instructional course in Japanese, and a short bibliography on individualizing instruction.

Proceedings of the 1972 Conference on Computers in Undergraduate Curricula. Georgia Institute of Technology, 1972. 578 pp. ED 066 875.

The 83 papers presented at the 1972 Conference on Computers in Undergraduate Curricula are reproduced in this volume under the following headings: biology, business, chemistry, economics, education, engineering, geography, languages and art, mathematics, physics, social sciences, statistics, and a general section on faculty training, software exchange, and shoestring facilities.

Suppes, Patrick. Research on Uses of Audio and Natural-Language Processing in Computer-Assisted Instruction. Annual Technical Report July 1, 1974-June 30, 1975. Stanford University, Institute for Mathematical Studies in Social Science, 1975. 13 pp. ED 115 312.

This annual report of progress of the Institute for Mathematical Studies covers four main projects: (1) computer-generated speech, (2) complex teaching programs with audio, (3) teaching reading with audio, and (4) speech recognition. Thirty-seven references to research on the use of computers and the teaching of primary reading are included. A listing of 15 technical reports issued by the Institute during the reporting term is appended.

Turner, Ronald C. Computer-Based Instruction: A Pedagogical Paradox. Paper presented at the Annual Meeting of the Washington (State) Association of Foreign Language Teachers, Seattle, 1973. 7 pp. ED 117 941.

The miniaturized computer as an information processor has altered the logic of three commonplaces of computer-based learning concerning the dehumanizing effects and the expense of computers. Three counter-arguments are suggested by the CAI system at Whitworth College: (1) a careful CAI lesson design can enhance the humanization of course materials; (2) time-shared mini-computers reduce user costs; and (3) a computer-driven lesson scheme can be unique and individualized each time it is run. Student com-

ments and a discussion of how instructors choose material for CAI are included.

II. COMPUTER-ASSISTED INSTRUCTION: SPECIFIC SYSTEMS AND RESEARCH

Abboud, Victorine C. and Bunderson, C. Victor. A Computer-Assisted Instruction Program in the Arabic Writing System. University of Texas at Austin, Computer-Assisted Instruction Lab, 1971. 88 pp. ED 052 603.

This report describes the lessons, the hardware and software requirements, and the procedures employed in authoring and producing a computer-assisted instruction (CAI) program designed to teach written Arabic and facilitate the learning of its unfamiliar sounds. Results show a reduction in attendance attrition, a smaller standard deviation for the CAI group, and greater learning gains for slower students.

Barrutia, Richard. Language Learning and Machine Teaching. Language and the Teacher: A Series in Applied Linguistics, Vol. 5. Center for Curriculum Development, 1969. 119 pp. ED 071 459.

This study illustrates how branch programming is conceived within the framework of linguistic theory and gives some insights on programming language material, specifying terminal objectives, and identifying the behavior by which achievement is measured. The program described is an audio and motion film program with language comprehension as the main terminal objective. The study examines preparation of behavioral analyses and selection of facts, skills, attitudes, and concepts relevant to attainment of Spanish comprehension. Evaluation procedures are also described. (Available from Rand McNally Foreign Language Information Services, 29 Lexington Rd., Concord, MA 01742.)

Beard, Marian et al. The Improvement and Individualization of Computer-Assisted Instruction: Final Report. Stanford University, Institute for Mathematical Studies in Social Science, 1975. 42 pp. ED 112 951.

Four research projects were conducted on the improvement of individualized instruction. They concerned (1) developing a strategy for learning German vocabulary; (2) testing the effectiveness of a keyword association method to maximize retention of Spanish and Russian vocabulary; (3) two computer-assisted courses in computer programming, namely, Algebraic Interpretive Dialogue (AID); and (4) BASIC Instructional Program (BIP).

Cheng, Chin-Chuan. Computer-Based Chinese Teaching Program at Illinois. Paper presented at the Annual Meeting of the Chinese Language Teachers Association, Atlanta, 1972. 10 pp. ED 071 528.

This article describes the computer-based facilities developed by the Computer-Based Education Research Laboratory at the University of Illinois. The computerized system, known as PLATO (Programmed Logic for Automated Teaching Operation), utilizes a CDC 1604 computer. The Chinese course objectives and PLATO programming procedures are described in detail.

Hanauer, S. L. Computer-Assisted Instruction in the Pronunciation of Foreign Languages. University of Tokyo, 1970. 7 pp. ED 044 704.

This report describes the algorithm and materials developed at the Research Institute of Logopedics and Phoniatrics (University of Tokyo) used in testing the abilities of Japanese students in pronouncing and hearing English monosyllabic words. Procedures for selecting words to be used in the test and for isolating word features used to rank the difficulty of words are outlined. A description of the transformation of word data into testing material follows, along with testing procedures.

Judd, Wilson A. Computer-Assisted Instructional Systems for Higher Education: Problems and Prospects. University of Texas at Austin, Computer-Assisted Instruction Lab. Paper presented at the EDUCOM Council Meeting, Columbus, Ohio, 1971. 10 pp. ED 072 636.

The Computer-Assisted Instruction (CAI) Laboratory at the University of Texas has two functions: doing research on improving CAI, and developing and implementing CAI at a university. The Lab uses an IBM 1500 instructional system. The growth of CAI at the University of Texas has primarily been limited by expense factors. CAI is being explored at the junior college level, and a proposed system, TICCIT, is described.

Kalikow, Daniel N. Information Processing Models and Computer Aids for Human Performance. Task 1: Second-Language Learning. Air Force Office of Scientific Research, 1972. 59 pp. ED 102 879.

The report outlines the administrative setting and describes the experimental design to be used in field testing the Mark II model of the Automated Pronunciation Instructor (API) system. It presents the draft instructional curriculum for the Spanish-English and the English-Mandarin Chinese language pairs, and describes the hardware, pedagogical rationale, and software that have been developed to teach that curriculum. (Available from National Technical Information Service, Springfield, VA 22151, Order No. AD-746-317.)

Kalikow, Daniel N. and Rollins, Ann M. Information Processing Models and Computer Aids for Human Performance. Second Language Learning. Air Force Office of Scientific Research, 1973. 58 pp. ED 091 947.

The final development and field-testing of a computer-based system for automated instruction of speech sounds in second languages is described, with focus on two groups of language learners: English speakers learning Mandarin Chinese, and Spanish speakers learning English. (Available from National Technical Information Service, Springfield, VA 22151, Order No. AD-777-175.)

Levine, David R. Computer-Based Analytic Grading for German Grammar Instruction. Psychology and Education Series. Technical Report Number 199. Stanford University, Department of Computer Science, 1973. 214 pp. ED 074 787.

The computer program described will do an in-depth grading analysis of a student's attempt to produce a required German sentence. The program handles only grammar and so far has been operated in isolation and not in a teaching environment.

Manwell, Tom. Research and Development for Interactive Teaching of Russian. Final Report. Harvard University, Computer-Aided Instruction Lab, 1973. 14 pp. ED 082 473.

A computer-assisted instructional system for teaching Russian to college students is described. The course is non-linear and individualized, allowing students to choose their own learning paths. A large amount of data is collected which can be analyzed for basic study regarding second language acquisition. The construction of the computer program is applicable to other languages and language-teaching specialties.

Melton, T. R. ATI: An Interpretive Tutor. University of Texas at Austin, Computer-Assisted Instruction Lab, 1971. 59 pp. ED 052 604.

A computer-assisted instruction system called ITI (Interpretive Tutor) is described. It is intended to assist students' efforts to learn the content of textual material, and does so by providing students with a command language allowing them to request explanations, definitions, or quizzes over a specified set of sentences which are from the original text and are stored in the form of networks.

O'Brien, George M. Siren Songs and a Skeptic. Paper presented at the International Conference on Computers and the Humanities, Los Angeles, 1975. 15 pp. ED 104 163.

This paper reports on an ongoing experiment designed to test (1) whether a computer-aided course could be used by an instruc-

tor and a class knowing nothing about computers and relying on telephone hookups to access the program, and (2) whether a computer program would help individualize instruction. Conclusions were positive on both counts.

Prokop, Manfred. Systematic Performance Analysis in Foreign Language Instruction. Paper prepared for the 4th World Congress of the International Association of Applied Linguistics, Stuttgart, 1975. 24 pp. ED 116 459.

This paper reports on the development of an error-coding instrument and a computerized continuous feedback system for the diagnostic evaluation and remedial treatment of unstructured second-language performance and the use of such a system in an instructional setting, with specific reference to German as a second language.

Ruplin, Ferdinand A. Consistency, the Hobgoblin of the Petty Mind or In Support of Eclecticism. Paper presented at the Annual Meeting of the American Association of Teachers of German, Chicago, 1971. 11 pp. ED 057 671.

A computer-assisted instructional program in German under development since 1965 at the State University of New York at Stony Brook is described, including an outline of the multi-media program for beginning students. Sample materials are included.

Ruplin, Ferdinand A. The Stony Brook CAI Program: State of the Art. 1972. Paper presented at the Annual Meeting of the American Association of Teachers of German, Atlanta, 1972. 10 pp. ED 071 520.

This article describes selected features of the introductory German course at the State University of New York at Stony Brook, including (1) computer-assisted instruction, (2) programmed language laboratory manual, (3) study guide, (4) recitation sessions, (5) the "Guten Tag" television series, and (6) a mini-course in linguistics.

Van Campen, Joseph A. Effectiveness of Various Computer-Based Instructional Strategies in Language Teaching. Final Report, November 1, 1969-August 31, 1970. Stanford University, Institute for Mathematical Studies in Social Science, 1970. 4 pp. ED 064 926.

This report describes computer software for programmed language instruction, developed in the second quarter of 1970 at Stanford's Institute for Mathematical Studies in Social Science. The software includes: (1) a PDP-10 computer assembly language for generating drill sentences, (2) a coding system allowing a large number of sentences to be used for a given vocabulary item,

(3) a program for listing vocabulary words under their semantic classifications, (4) a string-manipulation language for the PDP-10 to minimize storage requirements for language instructions, and (5) a program for using English language statements to locate appropriate information about a second language. (Available from National Technical Information Service, Springfield, VA 22151, Order No. AD-735-964.)

Van Campen, Joseph A. Towards the Automatic Generation of Programmed Foreign-Language Instructional Materials. Stanford University, Institute for Mathematical Studies in Social Science, 1971. 66 pp. ED 046 222.

This report describes a set of programs that (1) perform certain tasks useful in the generation of programmed foreign-language instructional material, or (2) facilitate the writing of such task-oriented programs by other researchers.

III. PROGRAMMED INSTRUCTION:

GENERAL BACKGROUND AND THEORY

Black, Colin. Towards a Research Model for the Investigation of Programmed Language Instruction. Reports from the Language Centre, No. 6. Jyvaskyla University, Finland, 1975. 48 pp. ED 109 892.

A paradigm for research into programmed language instruction is developed by isolating eight critical areas: (1) experimental design, (2) programming variables, (3) programming strategies, (4) media of instruction, (5) administration, (6) parallel teacher-led instruction, (7) statement of objectives, and (8) evaluation of achievement and measurement of attitude and motivation.

Bockman, John F. A Three-Year Research Project on Individualized Foreign Language Learning Based in Programmed Instruction and in Management by Consultation--Summary of Rationale and Principal Findings. Tucson Public Schools, 1971. 5 pp. ED 048 813.

This paper describes a three-phase research project involving eighth-grade students seeking to examine the potentialities of managed self-instruction in introductory modern language courses at the early secondary level.

Edwards, Margaret H. The Case for Programmed Learning. Paper presented at the Annual Meeting of the Pacific Northwest Conference on Foreign Languages, Spokane, 1974. 7 pp. ED 102 856.

This paper discusses ways in which the programmed materials i foreign languages developed by the Behavioral Research Laboratories of Palo Alto, California, can be used, and recommends programmed instruction in terms of comprehensibility, efficiency, built-in self-correction, and automatic encouragement. (For availability, see ED 102 881 or contact Hector Hammerly, Dept. of Modern Languages, Simon Fraser University, Burnaby 2, British Columbia.)

Glaude, Paul M. Foreign Language Instruction in New York State for the 1970's: Techniques, Materials, Equipment. New York State Education Dept., 1970. 15 pp. ED 046 293.

This projection of trends in language instruction in the State of New York features a reoriented audiolingual teaching methodology stressing the significance of programmed self-instruction with modified educational objectives and goals.

Grippin, Pauline C. and Ohnmacht, Fred W. Field Independence and Dogmatism as Mediators of Performance on a Programmed Learning Task with and without Strong Prompts. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, 1974. 10 pp. ED 095 220.

The learning task in the experiment described involved a programmed Russian vocabulary lesson. It was predicted that the cognitive style variable would produce both interactive and main effects in an aptitude-treatment interaction framework. Predicted ATI effects were not demonstrated; however, cognitive style was a significant predictor of performance.

Grundin, Hans U. Response Requirement and Information about Correct Responses in Programmed Instruction. Linkoping Studies in Education No. 5. Linkoping University, Sweden, 1975. 231 pp. ED 112 893.

A study to test some aspects of Skinnerian programmed instruction is described. In programs of less than 100 frames, response requirement and key answer frequency have little influence on learning, while in programs of over 200 frames, overt response without key answers or covert response leads to better learning. Overt response works best when the program demands learning unfamiliar response terms, and covert response leads to shorter working time and greater learning efficiency.

Heien, L. G. Student Goals and Sound Pedagogy: Some Different Directions for Programmed Materials. Pacific Northwest Conference on Foreign Languages, Portland, Oregon, 1972. 7 pp. ED 060 712.

This paper discusses an aspect of "designed learning," focusing on self-contained written programs dealing with grammatical structure at the concept or principle level, to be used by the student outside of class without the aid of an instructor. Several self-contained partial "programs" dealing with fundamental morphological and semantic concepts are proposed.

Ornstein, Jacob et al. Programmed Instruction and Educational Technology in the Language Teaching Field: New Approaches to Old Problems. Language and the Teacher: A Series in Applied Linguistics, Vol. 9. Center for Curriculum Development, 1971. 190 pp. ED 055 501.

This study presents a three-part survey of historical developments and current practices in the area of educational technology as it is represented in the field of language instruction. The first part examines the development of programmed instruction, while the second part deals with programmed instruction and theories of language and methodology of language teaching. The final section discusses the practical components of a programmed language course. (Available from Rand McNally, Foreign Language Information Services, 29 Lexington Rd., Concord, MA 01742.)

IV. PROGRAMMED INSTRUCTION:

SPECIFIC SYSTEMS AND RESEARCH

Garner, Waunita L. The Life Programming Process. National Education Association, 1972. 18 pp. ED 073 610.

The paper explains how Project LIFE (Language Improvement to Facilitate Education) has applied the principles of programmed instruction in developing language materials for language handicapped children, especially the hearing impaired.

Kim, Yungho. DISTAR Instructional System. American Institutes for Research in the Behavioral Sciences, 1972. 70 pp. ED 061 632.

This document reports the origins and development of the DISTAR system of instruction. DISTAR is a set of programmed instructional materials for teaching reading, language, and arithmetic basic concepts and skills that children need for success in school.

A Pilot Study of Pupils' Learning of Grammar and Usage through a Programmed Textbook. Toronto Board of Education, n.d. 14 pp. ED 067 935.

The purpose of the pilot reported here is to compare pupils' learning of English grammar and usage through a programmed course and a traditional method of grammar instruction used in an eighth-grade English class.

Project LIFE--Language Improvement to Facilitate Education: A Multimedia Instructional System for the Deaf Child. National Education Association, 1972. 20 pp. ED 073 609.

The program development, evaluation, validation, and dissemination procedures of Project LIFE are explained.

Rammuny, Raji M. Individualized Instruction and the Teaching of Arabic Phonology and Script. Paper presented at the Annual Meeting of the Middle East Studies Association, Milwaukee, 1973. 15 pp. ED 108 459.

This article is based on experimentation with "A Programmed Course in Modern Literary Arabic Phonology and Script" used by four classes of first-year Arabic at the University of Michigan. The article describes the programmed materials, evaluates their effectiveness in facilitating the learning of Arabic sounds and writing systems, and analyzes results achieved in terms of their pedagogical implications.

Spidal, David A. Considerations in the Evaluation of Language for Inclusion in a Programmed Language System for the Deaf. New Mexico State University, Las Cruces. Paper presented at the Summer Institute on Programmed Instruction, Las Cruces, 1971. 15 pp. ED 054 567.

This paper examines aspects of language (morphology, syntax, and semiology) as they relate to effective preparation and administration of a programmed language system for the deaf.

V. LANGUAGE-SPECIFIC PROGRAMMED TEXTS

Arbelaez C., Vicente et al. Spanish Programmatic Course, Volume 2. Foreign Service Institute, 1970. 619 pp. ED 055 499.

This text, developed by the Foreign Service Institute for an intensive, programmed language course in Spanish, is accompanied by an instructor's manual and tape recordings. The text requires

about 150 hours of instruction time, and consists of 25 lessons, each containing an introduction, a dialog, a section on grammatical observations, and practice exercises. (Also available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402; GPO 0-387-180.)

Arbelaez C., Vicente et al. Spanish: Programmatic Course. Instructor's Manual. Volume 2. Foreign Service Institute, 1970. 80 pp. ED 055 524.

This manual accompanies a programmatic text designed for a level-2 Spanish course developed and implemented at the Foreign Service Institute. It contains those portions of the course which have been recorded on tape but which do not appear in printed form in the student's basic text. (Also available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.)

Gardocki, Henry A. Adventure in Language through Latin. First Adventure: Opening the Door. Workbook Introduction, Radio-TV Edition. 1965. 67 pp. ED 082 559.

This programmed workbook is designed for use with the introductory reader for the beginning audiolingual Latin course. The workbook is structured by frames, each frame constituting a separate step in the learning process, and each requiring a written response.

Gardocki, Henry A. Adventure in Language through Latin: Workbook and Tests for Unit I. Radio-TV Edition. 1967. 87 pp. ED 082 560.

This programmed workbook and test booklet is designed for use with the Unit I reader for the beginning audiolingual Latin course. The workbook is structured by frames, each frame constituting a separate step in the learning process, and each requiring a written response.

Hill, L. A. Programmed English Course: Stages 1-6, Pupil's Book. 1969. 174 pp. ED 072 668.

This programmed textbook uses drawings of objects and people as it introduces basic vocabulary and grammatical patterns for the student of English as a second language. The 149 steps in the book progress through a variety of patterns including negatives, questions, and commands. (Available from Oxford University Press, 200 Madison Ave., New York, NY 10016.)

An Instructional System in "Beginning Spanish": Teacher's Guide and Keys. Washington State University, Pullman, n.d. 32 pp. ED 047 589.

This teacher's guide for the "Beginning Spanish" instructional system instructs the teacher in the rationale and administration of the course, specifically in the areas of general information, use of equipment, student checklists, systems format, teacher's role, and the administration and scoring of Spanish criteria tests.

Kratky, Lada and Martinez, Ada. Spanish Basic Course: Student Workbook. Defense Language Institute, 1972. 315 pp. ED 061 782.

This programmed workbook contains 46 exercises designed to aid the student in the mastery of basic syntactic and vocabulary elements presented in the Defense Language Institute's Spanish Basic Course (1966 edition). The lessons in the workbook correspond to five texts used in the course. (Also available from Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, DC 20390 [with specific permission].)

Masciantonio, Rudolph. The Ancient Greeks Speak to Us: A New Humanistic Approach to Classical Greek and Greek Culture for Secondary Schools. Students' Programmed Text - Level Alpha. Second Edition. Philadelphia School District, Office of Curriculum and Instruction, 1971. 188 pp. ED 115 117.

This is a students' programmed text for Level Alpha of a humanistic approach to the instruction of Classical Greek and Greek culture in secondary schools. The units contain cultural, lexical, and grammatical material in order of increasing difficulty, and are designed to be used with appropriate tapes. The audiolingual method of language teaching is used.

Masciantonio, Rudolph. The Ancient Greeks Speak to Us: A New Humanistic Approach to Classical Greek and Greek Culture for Secondary Schools. Students' Programmed Text - Level Beta. Philadelphia School District, Office of Curriculum and Instruction, 1974. 231 pp. ED 112 640.

This is a students' programmed text for Level Beta of a humanistic approach to instruction of Classical Greek and Greek culture in secondary schools.

Modifying English as a Second Language Materials (for Instructing ABE Students). New York State Education Dept., 1974. 129 pp. ED 107 159.

This manual is designed to assist teachers of adult education in modifying commercially available ESL materials to provide students with sufficient meaningful practice. Part 1 is an introduction to the basic principles underlying sentence structure, and Part 2 provides practice in the process of modifying ESL materials.

Tawney, James W. and Hipsher, Lee W. Systematic Instruction for Retarded Children: The Illinois Program - Experimental Edition. Part II: Systematic Language Instruction. University of Illinois at Urbana, Institute of Research for Exceptional Children, 1970. 277 pp. ED 056 447.

This teacher's manual on programmed language instruction for trainable mentally handicapped children consists of a curriculum of basic level vocabulary, teaching methods--including small group instruction and reinforcement techniques--and specific learning principles.

Ulsh, Jack L. et al. Portuguese (Brazilian) Programmatic Course. Vol. 1. Foreign Service Institute, 1974. 592 pp. ED 096 854.

This first volume of the Portuguese Programmatic Course of the Foreign Service Institute is designed to introduce the student to spoken Brazilian Portuguese and contains 25 units. The text is designed for use with special prerecorded tapes and is accompanied by an instructor's manual containing the script of all recorded portions. (Also available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402; GPO 4400-01547.)

Ulsh, Jack L. et al. Portuguese. Programmatic Course Instructor's Manual. Vol. 1. Foreign Service Institute, 1975. 312 pp. ED 109 932.

This instructor's manual accompanying the student text "FSI Portuguese Programmatic Course" offers the teacher suggestions as to how to use the student text, and it provides a guide to the recorded portions of the student text. (Also available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402; GPO 044-000-01586-2.)

van Buskirk, William R. et al. German: A Programmed Introduction. Foreign Service Institute, 1971. 659 pp. ED 054 693.

This workbook, designed for use with a set of tape recordings, presents the structural features and vocabulary contained in the first six units of the "German Basic Course" prepared by the Foreign Service Institute. Each unit follows a cycle that uses dialogue as the basis of the learning structure. (Also available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402; GPO 4400-1353.)

Yates, Warren G. and Sayasithsena, Souksomboun. Reading Lao: A Programmed Introduction. Foreign Service Institute, 1974. 491 pp. ED 096 855.

This text, the first of a 2-volume course, and a set of tape recordings comprise a self-instructional course in reading basic Lao. (Also available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402; GPO 4400-01542.)

VI. BIBLIOGRAPHIC AND REFERENCE MATERIALS

Programmed Learning and Language Teaching. Specialised Bibliography B3. British Council (London), English-Teaching Information Centre, 1975. 8 pp. ED 113 946.

This bibliography cites directories dealing with programmed instruction and educational technology, general books and articles on programmed instruction, books on the application of programmed instruction to language teaching, and programmed courses for teaching English as a foreign language. Entries include American and European publications--most published since 1965.

CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS

Titles followed by ED numbers are already available from the ERIC Document Reproduction Service. See Resources in Education for ordering instructions or write User Services, ERIC/CLL.

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3. A Selected Bibliography on Language Teaching and Learning. Sophia A. Behrens and Kathleen McLane. 6 pp. ED 100 189.
4. A Guide to Organizing Short-Term Study Abroad Programs. Paul T. Griffith. 21 pp. ED 100 183.
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